



USAID
FROM THE AMERICAN PEOPLE

INDONESIA

IMPROVING THE QUALITY OF DECENTRALIZED BASIC EDUCATION

NOVEMBER 2006



Photo: Jill Gulliksen

THE CHALLENGE

Less than half of children who enroll in primary school complete 9 years of basic education.

Local governments and under-qualified teachers lack capacity to deliver education services.

Public funding for education is the lowest in the region.

THE GOAL

Support a decentralized effort for **quality** basic education;

Encourage the Indonesian government as a MCC Threshold Country to increase **investment** in education;

Support Indonesia's **democratic transition**;

Expand an educated **workforce** to promote foreign investment and stability.

OVERVIEW

During his 2003 visit to Indonesia, President Bush announced a six-year, \$157 million Indonesia Education Initiative to improve the quality of basic education. This initiative is the cornerstone of the U.S. Government assistance program in Indonesia and one of the largest U.S. Government basic education programs in the world. It directly responds to Indonesia's priorities and reflects joint Indonesia-U.S. commitment to revitalize education for the next generation of Indonesia's leaders.

Carried out through a bilateral agreement between Indonesia and the United States, President Bush's innovative Indonesia Education Initiative is working with 50 local governments in 8 major provinces of Indonesia (East Java, Central Java, West Java, Banten, North Sumatra, South Sulawesi, Jakarta, and post-tsunami and post-conflict Aceh). USAID is directly assisting 1,050 primary and junior secondary schools (20% madrasah), involving 25,000 educators and 370,000 students. The program has expanded to an additional 500 schools in 2006, including several in Bogor. Fourteen Indonesian universities and three U.S. universities serve as major partners. The program is expected to reach 125 districts by 2008.

PROGRAMS

DECENTRALIZED BASIC EDUCATION (DBE)

The main component of President Bush's Indonesia Education Initiative, the Decentralized Basic Education (DBE) program, focuses on improving the quality of basic education in primary and junior secondary schools, both public and private. The program has three goals: (DBE1) Local governments and communities more effectively manage education services; (DBE2) Enhanced teaching and learning to improve student performance in key subjects such as math, science, and reading; and (DBE3) Youth gain more relevant life and work skills to better compete for jobs in the modern economy.

These programs, through direct assistance and dissemination of best practices, are expected to reach 9,000 public and private schools, 2.5 million students, 90,000 educators, and one million out-of-school youth by 2010.

USAID successfully utilizes public-private alliances to mobilize corporate sector resources and capabilities for education, including work with BP to improve basic education in Papua and with Chevron to provide youth with reconstruction skills in Aceh. The DBE program also promotes the use of information technology for education, the importance of early childhood education, in-service teacher training, and non-formal work and life skills.

MANAGING BASIC EDUCATION (MBE)

Serving as the pilot program for the Decentralized Basic Education program, the MBE project works with 23 local governments in East and Central Java, Jakarta and Aceh to strengthen their capacity to effectively deliver education services. MBE also works with 10,000 educators to improve the quality of

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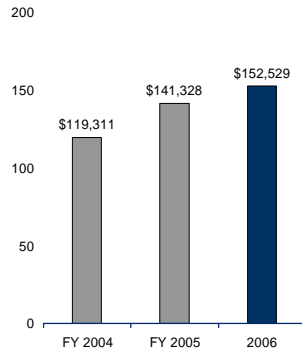


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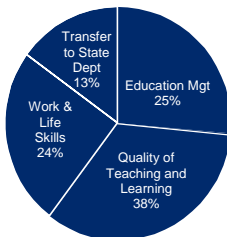
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USAID ASSISTANCE TO INDONESIA



Funding: Child Survival and Health Funds, Development Assistance, Economic Support Funds, PL 480 Title II (includes emergency and non-emergency food aid)

FY 2006 Budget for Education
Percentage for Each Program Area



Total FY 2006 for Education: \$31,916,000

teaching and learning in grades 1-9 through in-service teacher training, community participation, and the promotion of school-based management.

OPPORTUNITIES FOR VULNERABLE CHILDREN (OVC)

This program, implemented by Helen Keller International (HKI), promotes inclusive education in Indonesia by helping prepare children with special needs such as visual impairment to be educated in public schools. Replicable models are being developed to expand the reach of the program over time.

SESAME STREET INDONESIA

President Bush's Indonesia Education Initiative is also supporting the Sesame Workshop to develop a new Indonesian co-production of the renowned *Sesame Street* television show. Indonesia Sesame Street is one of the largest partnerships between USAID and the Sesame Workshop. Millions of Indonesian children will be better equipped to start school. The first season is scheduled to air in mid 2007.

As part of the U.S. Government's overall education initiative, the Public Affairs Section of the U.S. Embassy complements USAID's basic education programs with educational scholarships and exchanges, English teacher development, and by fostering relationships between U.S. and Indonesian universities.

PROGRAM HIGHLIGHTS

- USAID's education activities showed important progress over the past year. Student achievement scores from 2004 to 2005 in USAID-supported schools improved significantly in key subjects: grade 4 reading (18%), grade 5 science (14%), grade 4 math (7%), and grade 1 reading (5%). In one sub-district, four USAID-supported schools at the middle of the 2003 rankings for overall 6th grade achievement, now rank in the top five (of 48 schools).
- Training and technical assistance have tangibly improved education management and classroom teaching practices. Students are more actively engaged in the learning process, working together and using problem-solving skills. Parents are satisfied with their increased involvement in schools, while teachers, now feeling more accountable to parents, are preparing better lesson plans and improving the classroom environment. Over 500 USAID-supported schools have crafted progressive school development plans that better target resources for school operations. School budgets, developed with community participation, are now displayed publicly to promote transparency.
- Effective dissemination of USAID models and best practices continues to build the foundation for program sustainability. Provincial and local authorities are offering funding to replicate USAID models and materials. Other districts have adopted USAID-promoted best practices, often using their own resources, thus benefiting an additional 2,100 schools and 650,000 students to date.

CONTACT INFORMATION

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